R E P O R T R E S U M E S

ED 011 004 SP 000 175

OVERSEAS EDUCATION ASSOCIATION QUESTIONNAIRE. (TITLE SUPPLIED).

OVERSEAS EDUCATION ASSN., NEW YORK, N.Y.

PUB DATE MAR 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *CLASS SIZE, *TEACHING CONDITIONS, *TEACHING LOAD, OVERSEAS DEPENDENTS' SCHOOLS, NEW YORK CITY

AS A BASIS FOR IMPROVING THE EDUCATION OF THE 160,000 CHILDREN OF OVERSEAS AMERICAN MILITARY AND CIVILIAN PERSONNEL, 1,639 TEACHERS IN 285 OF THE 327 DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS IN 28 COUNTRIES RESPONDED TO A 19-ITEM QUESTIONNAIRE COVERING TEACHING EXPERIENCE, EDUCATIONAL BACKGROUND, PERSONNEL PRACTICES, CLASSROOM MATERIALS, CLASS SIZE, AND TEACHING LOAD. DISTRIBUTIONS OF AMOUNT OF OVERSEAS TEACHING EXPERIENCE (AVERAGE OF 3.3 YEARS) AND OF FORMAL EDUCATION AMONG ELEMENTARY TEACHERS SHOW INCREASES IN PROPORTIONS OF ADVANCED DEGREE HOLDERS WITH INCREASES IN TEACHING EXPERIENCE. ONE THIRD OF THE SECONDARY SCHOOL TEACHERS HELD ADVANCED DEGREES. SIXTEEN PERCENT OF THE ELEMENTARY TEACHERS AND 21 PERCENT OF THE SECONDARY TEACHERS WERE TEACHING PARTLY OR WHOLLY OUT OF THEIR FIELD OF TRAINING. ONE OF EVERY SIX OVERSEAS TEACHERS (MOSTLY WIVES OF MILITARY PERSONNEL) WAS HIRED LOCALLY, MOST BUT NOT ALL OF WHOM MET STATESIDE REQUIREMENTS FOR TEACHING. FOR THESE PERSONS, THE SECURITY AND TENURE PROVISIONS APPLICABLE TO "REGULAR" TEACHERS HAVE NOT BEEN IN EFFECT BUT ARE STRONGLY RECOMMENDED. "DRASTIC" SHORTAGES OF BOOKS, SUPPLIES, AND TEACHERS (PARTICULARLY SECONDARY SCHOOL TEACHERS OF SPECIALIZED SUBJECTS) WERE REPORTED AND, ALSO, CLASS SIZE IN EXCESS OF STATESIDE MEDIANS. PROVISIONS FOR SABBATICALS AND LEAVES OF ABSENCE, BUDGETING BASED ON STATESIDE PRACTICES, AND A SINGLE MANAGER FOR OVERSEAS SCHOOLS AND SCHOOL AREAS WERE RECOMMENDED. (LC)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED011004

00175

A1

O E A QUESTIONNAIRE

MARCH 1966

SP 000 175

OVERSEAS EDUCATION ASSOCIATION QUESTIONNAIRE

November 1965

This questionnaire is sent for the purpose of gathering information primarily for presentation to Congressional committees, including the Select Subcommittee on Education currently visiting the overseas schools. Please complete items, fold and staple the card, and mail to OEA, as soon as possible. THANKS.

1. Name _____. 2. School_____
3. APO _____. 4. Were you recruited in the States?____
5. Were you hired locally, on a Not-to-Exceed basis? _____
6. If hired locally, have you been converted to a "regular" basis, so that you don't have to be hired annually?____
7. Are you a dependent wife? ____
8. Check the appropriate level of formal education: B.A.__ B.S.__ M.A.__ M.A. or M.S. plus 30__Doctorate___
9. Number years taught, including this one ____
10. Number years taught overseas ____11. Are you teaching in your field of training, by subject or grade level? Check. Fully ____ Partially___ Not at all___
11. Do you have adequate supplies this year? Check appropriate items. Textbooks___ Expendable supplies___ Classroom furniture ___Athletic equipment ___. In the space tell arrival dates of books or equipment not available in early September, or shortages you have noted. _____
_____
_____
_____
12. If a teacher in elementary, do you have more than:
30 pupils___
35 pupils___
40 pupils___
13. If a teacher in high or jr. high school, please put number of classes taught.____number minutes per class_____
14. Is there a Duty-Free-Noon program in your school?_____
15. Are you on a leave-of-absence from a Stateside system? _____
16. Do you plan to resign at the end of this year, even if we have S. 2228 passed without the 5-year limitation?__
17. Will you return to your Stateside district from which you came?_____
18. Would you take advantage of a sabbatical program?
19. Have you found newsletters from the OEA office helpful?__

OEA QUESTIONNAIRE RESULTS

In late November and early December of 1965 questionnaires were mailed from the OEA Office to OEA-NEA Building Representatives, on a one-per-educator basis for professional personnel in the 327 Department of Defense Overseas Dependents Schools scattered around the world, in some 28 countries. While a few schools later reported that the packages of questionnaires had not arrived, and a few schools are not represented in the tabulations of results, there are 285 schools represented by one or more returns. There are 107 high and junior high schools represented, with 640 individual responses; and for the elementary schools (grades 1-6) there are 999 responses, with almost all schools represented.

In view of the fact that the questionnaires went such long distances, and were not distributed in some cases until the weeks following resumption of school in January, the total number of responses is considered very good. When it is realized that respondents had to affix their own postage stamps, the total is rather significant.

Of the 1639 responses, only 20 came from persons identifiable as administrators, with the remainder being classroom teachers, librarians, counselors, or coaches. An estimated 28% of the classroom teachers returned questionnaires.

An initial tabulation of the first 1283 returns was made, and a report made for presentation to various Congressional committees. In particular, members of the Select Subcommittee on Education of the House of Representatives, headed by the Honorable John Dent, expressed an interest in having concrete information such as that the questionnaire might elicit, at the time the Committee was in Europe in late November and early December, 1965. Since the first tabulation was completed, there have been 356 forms received. Returns for the first tabulation will be referred to as the First Group; while those of the second will be the Second Group. For most purposes, and especially where results of the two were remarkably similar, the results were merged into one total.

I. ELEMENTARY TEACHERS BY YEARS OF EXPERIENCE IN ODS

YEAR	1st	2nd	3rd	4th	5th	6th (or more)
No.	274	223	145	72	78	196
%	27%	22%	15%	7%	8%	20%

Because the percentages are rounded, the total is 99%. For the First Group, the percentages, by years of experience were: 28, 21, 13, 7, 8, and 20. Several of the figures were just under the halfway point to the next higher whole number, which would have caused an adjustment to the next higher whole number, and this accounts for the total of all numbers being only 97%. Significantly, the percentage of respondents having five, or more, years of service in ODS was 20% for both tabulations.

II. FORMAL EDUCATION OF TEACHERS IN ELEMENTARY SCHOOLS

YEAR	1st	2nd	3rd	4th	5th	6th (or more)	Total
B.A.	236	199	109	54	63	136	797
M.A.	36	24	36	18	15	71	200
No Response	2	0	0	0	0	0	2
Total	274	223	145	72	78	207	999
% Advanced Degrees	13%	11%	25%	33%	20%	34%	20%

For the First Group figures were compiled for years of service from 1-11, with the remaining group of teachers having more than 12 years' service. Because of the small totals for some of these groups, beyond the fifth year, it was decided to merge them into one total. Percents of teachers holding advanced degrees (Master's or more) were: 13, 10, 24, 26, 20, 18, 31, 43, 44, 53, 41, and 54. It will be seen rather readily that only for the 4-year group was there any appreciable difference, and this rose from 26 to 33 percent. Because of the small numbers in the 4-year groups, this doesn't appear significant. What does seem significant is that of the 497 first and second-year teachers in ODS only 60, or 12%, had advanced degrees. This compares with 140 advanced degrees out of a total of 502 (28%) held by teachers in their third, or more, years of service. For both groups of returns the percent of teachers having advanced degrees was 20%. Research Bulletin, Volume 41, No. 4, December, 1963 of the National Education Association reported that the urban school districts of the United States had 33-34% of teachers with advanced degrees; while for elementary schools the figure was 24.6%

For teachers working in high and junior high schools there were 640 returns, with 210, or 33%, of these indicating that the respondents held advanced degrees. There was very little difference between the First Group of 537 and the Second Group of 103, as far as the percentage of persons with at least a Master's degree is concerned. The survey of the DoD Overseas Dependents Schools in 1962 showed that when P.L. 86-91 was passed some 47% of high school teachers held advanced degrees.

III. LOCAL HIRES (N-T-Es)

From the first 1400 questionnaire returns the following information was obtained:

YEARS TAUGHT	1st	2nd	3rd	4th
Local Hires	103	59	35	11
Advanced Degrees	13	6	5	2
% Having Advanced Degrees	12%	10%	14%	18%

Figures show that 236 teachers were hired locally. While these local-hires do not have to meet the requirements for Stateside recruitment, many of them do; and, in fact, there are many good teachers in this group. This study shows that approximately one out of six overseas teachers are hired locally. There were 26 of these persons holding advanced degrees, or 11%, as compared to 20% for all teachers in elementary schools. Where these persons are wives of military personnel, few personal problems result. For the lesser number of local-hire personnel there are many problems. Some, who were Peace Corps teachers, are not covered by Blue Cross-Aetna insurance, and this presumably applies to other professional personnel as well. In an other instance, where a woman was hired while the wife of a civilian working overseas, housing was not a matter of life-or-death importance. In several instances, these teachers have lost their spouses, and are heads of households in every way, yet cannot get housing, or housing allowances. One teacher had three children, all dependent upon their mother, yet no housing could be obtained. In another instance, a teacher has just been "converted" from local-hire status to "regular" status; yet, she is not given housing. In addition, she has to pay tuition fees to the American dependents school in which she teaches, because she has a child enrolled there.

The Overseas Education Association was successful in having regulations changed to allow such N-T-E personnel to qualify for conversion to "regular" status after at least 150 days of successful teaching, plus a need of the school for continued services of the local-hire. In all too many cases, these regulations have been evaded, with the admonition by administrators that these teachers, who have no tenure before conversion, would not be rehired for the following year if they insisted upon conversion.

Local-hire teachers do not qualify for housing and insurance and educational leave during summer months; and, in many areas, none of these benefits accrue after conversion. In England, three years ago, the Civilian Personnel Office ruled that local-hire teachers would not be given the opportunity to convert, because the women concerned had first obligations to families! These teachers were supposed to have the option of choosing conversion, by agreeing to possible transfer to another school. In some of the Atlantic and Pacific Area schools it seems that local-hire personnel have been converted to "regular" status; whereas in Europe there has been a strong tendency to keep teachers on an insecure, temporary status.

This evasion of the regulations is indefensible, and the teachers most directly affected have condemned in strong terms the penny-pinching of responsible authorities.

It would seem that the Overseas Dependents Schools should recruit enough competent Stateside teachers to instruct the 160,000 children of American military and civilian personnel, or convert eligible local-hires. While the practice of hiring locally has been carried on largely for monetary reasons, or because of inability to attract and retain sufficient numbers of Stateside teachers, the argument has been made that having such personnel enables the schools to dismiss these people who don't have tenure, while allowing "regular" teachers to continue working. In view of the past continued growth of the schools' enrollments, such "protection" hasn't been asked by the teachers, or required.

P.L. 86-91 does not set up one group of "teachers" and another of "local-hire teachers." Teachers deserve, and need, contracts to insure the security which the practice of hiring locally is alleged to give.

The report of the Honorable Randolph Jennings group to the Senate (on H.R. 6845 and S. 2228) reads, "Evidence developed in public hearings by the Civil Service Subcommittee indicated that most if not all of these teachers are loyal and dedicated public servants doing an outstanding job in circumstances that are usually difficult."

Concern for the education of our children should be the most important consideration in employing professional personnel to staff our schools. In the past, local-hire personnel were not given the three benefits aforementioned. It would seem that where such a teacher needs further formal education he would qualify to return to college. While not giving converted teachers benefits which might lead to more security and better educational training, the present practice is to allow step increments on the pay scale following conversion.

The much-used practice of employing local-hires has had several drawbacks, from the educational standpoint. Some commands have not allowed such teachers to begin working until children are present in the rooms, whereas "regular" teachers have a week to prepare. Too often, when such teachers have rotated with husbands during the school year, the children of the classes have been reshuffled to other rooms, as has been the case in the 7135th (USAFE) schools. Children who have, on the average, been in three schools by the time they are sixth graders do not need more insecurity associated with continuous changing of teachers. A second-grade classroom in Frankfurt has had 72 pupils during this school year; whereas the present enrollment is only 32.

In schools where the specialist teachers are almost totally lacking, an unusually heavy burden is thrown on the classroom teacher. Last year one of the districts of USDESEA reported that preliminary studies in its twenty-thousand-pupil area showed 20% of the pupils with some form of speech defect.

A country as wealthy as ours, a nation which stresses excellence in education, and a people who recognize the need for international cooperation, should be able to afford enough of the best-qualified educators to staff our overseas classes. Instead, this school year's commencement found 31 of 78 classes at Wheelus Air Force Base (Tripoli) without teachers; District VI of USDESEA was forced to hire approximately 90 local-hires (out of approximately 600), some of them after school began. Frankfurt Elementary School # 1 had some 1,700-1,800 pupils in October with 64 staff members. Of these, 24 were local-hire teachers. Because such an excessive number of teachers was added by the district superintendent, the American Forces Network broadcast a need for substitute teachers in the Frankfurt and surrounding areas, for several months. Frankfurt Elementary School # 1 was authorized seven substitute spaces; yet only one person was available. Result: German teachers who were hired to teach our host nation language were used for several months as substitutes. (In Mainz Elementary School there has been no German language instruction this year.)

Our overseas schools have not been allowed to become representative of the best in American education, as President Johnson recently stressed they should.

IV. LEAVES-OF-ABSENCE

From the first 1028 questionnaire returns the following was obtained:

Stateside Hires	No Leave	Leave	Plan to return to Stateside District	No Response
1st Year	216	45	27	7
2nd Year	108	25	15	9
Total	384	70	42	16

In this First Group of figures, which was inclusive of elementary, junior high and high school teachers, there were 470 possible responses by first and second-year teachers. Of these, 70, or 15%, indicated they were on leaves-of-absence from Stateside school districts. Four years ago an OEA survey with 430 questionnaire returns indicated some 24% of the respondents on leaves-of-absence. Since some teachers stay overseas beyond a one or two year leave, and presumably they are unable to secure extensions, no tabulation was made of teachers beyond the second year in the ODS. Some people have stated that such leaves-of-absence largely account for the 30%, plus, resignation rate of teachers (as compared to the 10-12% average for urban Stateside districts). These figures suggest, as did the OEA survey of three years ago, that this pretense is a fallacy.

As a matter of fact, only 42, or 9%, of the 470 first and second-year teachers indicated an interest in returning to their "home" districts. Of the 1639 respondents only 202 responded with "yes" to the question "Will you return to your Stateside district from which you came?" Forty-six answered "don't know"; 84 answered with "possibly", "probably", or "maybe"; and 130 placed a "?" in the answer blank.

While it might seem desirable that teachers come to the Overseas Dependents Schools, preferably on leaves-of-absence, and return to those same school districts, such is not the case. Granting of leaves-of-absence by overseas schools, for the purpose of attending college or university, or of teaching in Stateside districts with excellent educational practices, should benefit our schools.

Of the 1639 teachers responding, 866, or 52.9% indicated that they would take advantage of a sabbatical program if such a program were provided for ODS teachers.

V. RESIGNATIONS IN THE FIRST GROUP

One hundred sixty-six elementary teachers indicated they would resign and 56 high school teachers said they would. Sixty-six elementary and 46 high school teachers said they "might", "probably" or "didn't know". Passage of H.R. 6845 and S. 2228 could materially affect the number of resignations.

VI. PRIOR TEACHING EXPERIENCE

In the First Group of 1283 replies there were 223 first-year teachers. Thirty-three did not have two years prior experience and 12 had no experience at all. In their second year, of the 178 teachers, six reported no prior experience.

VII. LENGTH OF SERVICE

The average length of service for respondents teaching elementary grades was 3.3 (counting this year as .5); while that for all teachers was slightly over 3.31.

Even a cursory study of these results would indicate the urgent need for giving more stability to the teaching staffs of the ODS. A five-year limitation would wreak havoc! Certainly, when students are moving every two years, on the average, there should be a veteran corps of career teachers. Nor should these persons be accused of being "out of touch" with the American way of life--or American schools! More sensible regulations and a better interpretation and application of the rules could lead to a lengthening of overseas tours of duty for some personnel. With the 1962 DoD survey of the ODS showing 58% of our teachers "new" in their positions that year, the problem is to encourage more longevity, as the eminent educators who conducted the survey recommended.

VIII. TEACHING OUT OF FIELD OF TRAINING

YEAR	1st		2nd		3rd		4th		5th		6th		7th		8th		9th		10th		11th		12th	
	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N
	31	12	23	3	10	4	8	2	10	4	6	0	2	0	4	0	1	0	1	1	1	0	4	0

P = "Partially" teaching out of field of training.
N = Teaching "Not at all" in field of training.

In the First Group there were 96 teachers who reported they are working "partially" out of field of training. For junior and senior high schools 21% were out of field of training. Seven reported they were completely out of their area. All total, 101 elementary teachers were "partially" out and 26 "not at all",--more than 16%.

In an attempt to find out causes for misassignment in the ODS a more comprehensive questionnaire was mailed to the 262 teachers who reported having been misassigned, on the first OEA questionnaire forms. While results of this effort were not as conclusive as one might have wished there were some significant findings.

There were 40 returns by elementary teachers; 79 high school teachers responded. Because some responses did not indicate the nature of the teachers' misassignments, or because quite a number of teachers reported their "misassignment" as failures to get desired positions, they were eliminated from this study. An example of the latter was a teacher who reported being certificated for grades K-6; yet said she was misassigned because she received a third, instead of a sixth grade. After eliminating these, plus ambiguous or returns which stated the respondent was not working out of his field of training, there were 40 high and 18 elementary teacher returns. Since almost all of these forms carried written statements--some of them were quite lengthy--to supplement the blanks on the questionnaire, a fairly good insight can be had into the causes of misassignment in the ODS.

Of the 18 "elementary" teachers 11 had credentials to teach in grades 7-12, or some subject(s) of junior and senior high school curriculums. One of these had 57 hours of social studies and 27 hours of English; one was a librarian; one a reading instruction specialist; a teacher trained in home economics was a fifth grade teacher; one was teaching kindergarten; one who had trained in art was in fifth grade work, as was a holder of a M.Ed. in guidance and counseling with a year's work in testing at a psychiatric clinic of a large university; a M.Ed. in special education was teaching first grade; one trained in music was now a reading instructor; while one trained in art was teaching art part-time and second grade for the remainder of the day.

The gamut of teachers' opinions is run by statements of their assignments, and of their attitudes toward them. One teacher in a large elementary school wrote that her certification was in "secondary-voc. home economics," and that she had "taught five years--all in elementary--not a misassignment, would not teach home economics." Since this was her first year in ODS, someone had assigned her to her desired elementary grade

in four previous years of work in the United States. Another, who holds credentials for high school but who works in kindergarten, stated: "Dependent--severe shortage of qualified teachers."

An art resource teacher in ODS for three previous years reported her content with a current sixth grade assignment, but Mr. ____ ____ "is teaching 7th grade although he is a high school English teacher; and Mr. ____ ____ is a qualified teacher for mentally and physically handicapped children. He teaches 7th grade also."

One teacher wrote: "I am presently a reading instruction specialist at ____ American Elementary School. My formal education includes a B.S. of (in) Education from____ State College" with majors in "social studies, English, math and reading development at the secondary level."

One teacher with credentials for work in secondary schools requested, and got, a sixth grade assignment for "professional growth."

The largest number of teachers reporting misassignment were working in junior high grades (usually 7-8). There were 35 such cases with only two reporting elementary certification, and one of these was teaching part of the day in an elementary grade.

Subject	No. Cases	No. Hours Training	Subject	No. Cases	No. Hours Training
Reading	3	0	Math	1	5
Reading	1	10	Math	1	6
P.E.	3	0	Math	1	10
P.E.	1	4	Math	1	12
P.E.	1	8	English	1	6
P.E.	2	10	English	1	12
Dorm			Art	2	0
Counselor	1	0	Art	1	11
Math	1	0	Music	1	0

A teacher of science in a junior high school wrote that he had "36-40" hours of college training in science, but--"The point is that I have close to 85 graduate and undergraduate hours in the teaching area that I have taught in (social studies) for the past nine years." From Okinawa came the following: "I came overseas with the DoD schools five years ago to teach biology as this was what I was informed I was qualified to teach. To-date, I haven't seen the inside of a biology laboratory." He wrote further: "I certainly feel a qualified reading teacher would probably be of much greater value to the students than a science teacher attempting to teach reading." He, like many of the other cases reported for teachers in junior high, had only one class in reading.

High school teachers reported few cases of misassignment, although the North Central Association of Secondary Schools and Colleges has pointed to such cases as being a weakness. There were two teachers who said they were dormitory counselors, without any training which would help. One wrote: "I was chosen because the position is difficult to fill," and then she added that, "It's about time somebody did something about this."

One teacher said he was teaching one class in general business, one in typewriting II, and one in personal typewriting, all without any formal training. Another reported being a part-time librarian without having had any course work; another was a counselor-teacher, although he possessed 85 (c.) hours in college course work in social studies; one teacher with all his English course work in literature had a class in advanced grammar; one was teaching physics, with 10 hours of training; and a person explained how he was assigned journalism. He wrote: "Arrived one month late to school. Only one teacher had taught journalism before. She simply did not wish to teach it again. Therefore, the last teacher to arrive would teach journalism. That was I."

From Japan came the following appraisal of several assignments: "Of the five math teachers assigned, one has a master's degree in mathematics, two others as many hours as myself (54), and a third has approximately 30-35 hours."

"Misawa H.S. was not furnished with a chemistry or physics teacher! The person assigned to Misawa as a chemistry and physics teacher reported three weeks late with a perspiring finger pointing at his total of three hours of college science courses. I hereby nominate the people responsible as candidates for Boobs of the year."

Misawa is illustrative of problems of assignment in the past few years, especially in view of the overall (so-called) 25-to-1 pupil-teacher ratio in the ODS. Since it is a small school it would't very likely have all teachers certificated in all subjects taught, according to North Central requirements, with all the limitations on per-pupil expenditures, space allocations, and a rapidly dwindling number of teacher applicants for positions in the ODS (Down to 4,379 last year, from more than 11,000 two years previously."

These quotations will help show causes of teaching out of field of training:

1. "I am on a sabbatical leave and took an assignment as dormitory counselor early in August. Because I have been in junior college counseling for the past 7 years, I do not qualify, according to Department of Defense standards, for high school teaching." This lady was happy with her assignment and felt that an overseas teacher should be a "generalist". She felt that "the main disadvantage in not knowing what you are going to teach, before you leave the United States is that many valuable (and) carefully gathered resources are packed away before leaving, and completely inaccessible during one's tour."

2. "New recruits unable to adapt to other teaching areas, causing older 'hands' to fill in vacant positions, often against their wills."

3. "After I was hired a dependent wife was hired to teach homemaking full-time even though I requested all homemaking classes."

4. "Small size of school."

5. "No one else better qualified."

6. "Assigned to present school because of drop in London enrollment and all junior high teachers here are out of field."

7. "Teacher hired for job didn't come. I was asked to fill this."

8. "I'm a P.E. major but there are no specialists who seem to teach just P.E."

9. "I am an elementary school librarian who requested a one-year teaching assignment." (She believes "specialist" teachers should return periodically to classroom teaching.)

10. "Local-hire agreed to take this assignment."

11. "Teacher shortage due to unexpected influx of students."

12. "N-T-E (tourist-hire) qualified for senior and junior high (in 3rd grade)."

13. "Small school system."

14. "School did not hire reading teachers."

15. "Not enough teachers to handle all assignments."

16. "Prefer to teach my M.A. field."

In conclusion, it is appropriate to point out that no attempt was made in this study to determine whether teachers in "elementary" schools were trained to teach in either primary or intermediate grade levels. Indeed, it would be difficult to ascertain something like this, in view of some states certifying to teach K-6 grades. It is true that many teachers who were working in intermediate grades were reassigned to primary in the ODS, because of a severe shortage of first and second grade teachers recruited in the United States, particularly the last two years.

Quite a high proportion of those reporting that they were working out of "field of training" were local-hire personnel.

For "specialist" teachers there was quite a large percentage who said they were now classroom teachers, which reflects upon a lack of "spaces" for teachers of music, art, reading, P.E., special education, and counseling.

As for junior high teachers, it is quite obvious that misassignment is rampant, partially because of the many small school units overseas. Since these schools are not required to meet North Central accreditation requirements it is quite natural that misassignments should occur here, rather than in high schools.

Obviously, there was the least amount of misassignment at the high school level. Counselors in the dormitories do lack, for the most part, any special training in counseling and guidance. In some cases personnel are teaching one class, or perhaps, two, without enough college credit hours; and some of the smaller schools are not so fortunate, as shown by the fact that only 43 out of 56 high schools in the ODS are fully accredited by the North Central Association. (Teachers at a large high school in Germany reported that several teachers were "reassigned just prior to the North Central accreditation team's visit last year, for the length of the inspection.")

Generally, it can be stated that many teachers feel assignment and misassignment to be more a matter of preference for a particular position than whether a certain number of college courses have been successfully studied. Perhaps the largest factor in misassignment for all levels of teaching, was transfers. Some teachers prefer teaching in desired locations (city, or geographic area) to assignment according to training, particularly where the assignment is only partially outside field of training.

One rather obvious conclusion to be drawn from this study is that some kind of leave-of-absence system allowing overseas teachers to obtain sabbaticals and to take a year of college or university study is urgently needed. In many cases, teachers expressed convictions that their interest in and study about a "field" where little, or no, formal training had taken place qualified them to teach these particular fields.

In summary, it should be noted that there is increasing emphasis in the United States on reducing, and eliminating, misassignments. To achieve such a result in the ODS would be difficult, nevertheless it is a worthy goal. As one teacher expressed the problem, with its related aspects: Her concern was with the fact that "five different junior high and high school courses to be prepared for daily, my preparation time is spread so thinly, that I am dissatisfied with the kind of job that I am able to do. The textbooks suggested in the provided course of study are not the ones available in the school. This school requires a special request, etc., every time groceries are to be procured for the food classes. I must go 30 miles round-trip, to pick them up, with shopping basket, complicated papers in triplicate and transportation." One teacher in response to my question on causes for misassignment, wrote: "Who knows?" At least a partial answer has been obtained.

IX. RATING OF ODS INADEQUACIES

These responses indicated satisfaction with, or perhaps resignation to, the four indicated "areas", either from the qualitative or quanitative standpoint.

Teacher	Total Responses	Textbooks	Expendable Supplies	Furniture	Athletic Equipment
Elem	780	383	320	495	274
H.S.	413	236	309	226	
Total	1193	619	629	721	274

The above table, based on First Group returns, will show rather vividly how teachers rated textbooks, expendable supplies, furniture, and athletic equipment in their schools. The figures are so revealing that no comment is needed to set them in perspective. Then, too, the fact that some 370, out of 789, elementary teachers took the time and trouble to write comments, in the space on the questionnaire calling for additional information, is indicative of teachers' desperate desires to get corrective action.

Approximately 265 high school teachers, out of 413, wrote comments on the questionnaire forms. It is noted that almost all teachers in grade 1-6 rated the schools in which they work, whereas almost 100 teachers in grades 7-12 did not do so. This was due to the fact that librarians, counselors, coaches and P.E. instructors did not attempt to rate aspects of schools outside their own areas of work. Also, it is to be noted that no score was kept of the adequacy of high school athletic equipment, and almost all teachers in grades 7-12, except coaches and P.E. instructors, left that questionnaire space vacant.

For the Second Group of 356 returns, 146 rated "textbooks" adequate; 157 felt that "expendable supplies" were sufficient; 167 considered "furniture" alright; and 77 thought "athletic equipment" passable.

Teachers around the world scored a lack of textbooks, particularly in science, social studies, language and literature. As on teacher in a senior high school in Germany put the matter: "Limited book supply for new English program. (My seniors are almost ready for a session of Shakespeare which should be Hamlet, Othello, or Lear. I have only Macbeth in Adv. in English Literature and most students have had that one when juniors.)" A teacher in an elementary school says: "Social studies--the ratio of one per three pupils (textbooks) is educationally unsound." Another reported: "Still have no basic social studies books (Dec. 1965). Basic math arrived in Nov."

There has been a dearth of supplies for our schools. Many teachers in elementary and high schools said they either can't get any, or insufficient quantities of, art supplies, ditto masters or paper (reported 14 times by elementary teachers), workbooks, audio-visual aids, and athletic equipment. All 7135th schools received spelling workbooks in late October or November. One elementary teacher tersely stated her school's problem: "Ditto masters--we have been out since September." Another said: "Construction paper (only) white and purple. Paint--we have none except red and white." As can be imagined from a glance at the table showing teachers' opinions on adequacies, many persons felt that athletic equipment was totally inadequate. While a few high schools reported good support by bade commanders, one teacher said: "Logistic support could be much better. Many team members (athletics) without proper uniforms and equipment." One high school teacher could say as for problems encountered: "None--I ordered things two years ago so I have them now. No supply problem this year, amen." But, another was not so happy in reporting: "Back orders of library books not here--ordered in April and December, 1964."

As can be imagined, the overseas schools, which have long prided themselves on the high percentage of graduates going to college, have not provided proper vocational training for the large numbers of boys and girls not entering college. A high school teacher wrote: "I am teaching metal shop with no metal supplies in sufficent quantity--but on order." From a large high school in Germany comes the following: "Furniture adequate; however business education dept. lacks business machines such as ditto, mimeograph, calculator, adding machines, dictaphones, electric typewriters. It is my understanding that there are no texts available for "General Business" currently being taught at the High School." Several teachers agreed with the following: "I teach art and have not even a sink in my classroom." From an Atlantic Area high school came a pertinent observation: "Kiln(s) provided--no electricity to turn them."

A high school teacher also expressed the same woes which the DoD survey team noted in 1962 in this quote: "Audio-visual equipment doesn't work. No bulbs--no bulbs--no bulbs!" Perhaps all the statements from one junior high school, on Okinawa, will correctly focus attention on our schools' problems.

"The science books are 1960--poor in content. Science equipment is almost nonexistent. The room is a quonset, no sink, lab tables." "General science--insufficient and old textbooks. Special Ed.--lack of materials. Homemaking--food and other expendable supplies entirely by lab fee." "(Inadequate) athletic equipment." "Very little science equipment for the Jr. High, ninth grade lack texts as well." "No workbooks at all for extra drill in English. Texts are out-of-date and inadequate. Lit. terrible." "Science supplies ordered two years ago have not arrived as of Dec. 8, 1965. No workbooks or teachers manuals available."

"Shortage was not of supplies but help. Library clerk and assistant librarian both were not here until Nov. 1." "No Shakespeare plays available for 9th grade classes in English." "There were sufficent numbers of textbocks; however, these texts are certainly the poorest in my field. There is no curriculum guide, no departmental meetings or professional emphasis." "Out-dated texts. Classroom Bldg. poor." "Shortage of good English and social studies books. Need much larger A-V facilities." "No science experiment materials. Four balls for 900 students in P.E." "Books are new but are old editions--1959ed of history. I had to wait five weeks for a map of U.S. for U.S. history." "Modern math textbook at Jr. Hi level are not in use at this time." "75% of science equipment and supplies ordered not on hand by Sept. 20th. Yearly order arriving in dribbles. Have about 60-70% now (1st Dec.). Have some difficulty here getting books. Received new chemistry and biology texts this year. Most equipment requested is ordered. Some arrives broken, all arrives from late to very late." "Shortage of material for teaching literature, poor grammar book."

While pinpointing "red tape", old supplies and books in insufficient quantities, and shifts in military population as the causes of problems, some teachers reported ways to overcome obstacles. One teacher wrote: "I have spent $1300 of my own money in three years building a supplementary library." Another wrote: "PTA/local funds are adequate for supplementary equipment/supplies;" and another, "Supply fee from parents purchases all expendable items. Furniture and athletic equipment is left-over from upper grade."

Facilities were reported to be in serious condition on some bases. The Select Subcommittee visited **Lindsey Elementary School** in Wiesbaden, which doesn't have fire escapes, and noted classroom(s) at Wiesbaden Air Base (without a fire exit from a basement room located next to a boiler) and at Kitzingen (fourth floor rooms). An elementary teacher in the Philippines wrote: "Our textbooks are old, but the shortages, etc., are not nearly as serious as the classroom and school conditions. We can put up with termites, ants, roaches, rats, no air-conditioning, no windows--just screens, and the acoustics, but when it rains and the roof leaks all over the children, that is the last straw." (This wasn't the same school where the DoD Survey Team observed a bold, and now rather widely-known rat in 1962.)

X. CLASS SIZE IN ELEMENTARY SCHOOLS

Less than 30	30 - 34	35 - 40	More than 40
247	428	143	24

Twenty-six teachers reported having less than 25.

Of 868 classroom teachers reporting numbers of pupils, more than 49% (428) had 30-35 pupils. Frankfurt Elementary School had 34, out of 55 classes, with 30-35 pupils. In Vandenberg Elementary School the eight fifth and sixth grade classes averaged 39 pupils for much of September and October. Following the visit of the Select Subcommittee on Education 150 teaching spaces were allocated to Army schools within USDESEA and many of these have been filled. Kitzingen, a school visited by members of the Select Subcommittee, had 10 of 27 classes with more than 40 pupils for the first three months of school, and four "new" teachers have been added. In some instances, the addition of

these teachers is reflected in the OEA questionnaire returns; in others, returns were mailed (probably) before the additions. Thus, while the class sizes have been reduced in some schools, there has been an addition of local-hire personnel.

A comparison of overseas class size with that of school systems in the United States is in order. Whereas the national average for all districts is 44 professional personnel to 1,000 pupils, there are 41 such persons in the ODS. Research Bulletin, Volume 43, No. 4, December, 1965 of the NEA states that the average class size for elementary schools is 29.6, while that for 100,000, plus, districts is 31.6. Research Bulletin, Volume 41, No. 4, December 1963, presents information given below as compared with data on the ODS:

Stateside	%	ODS	%
5 - 9	.9		
10 - 14	2.1		
15 - 19	6.2		
20 - 24	16.2		
25 - 29	30.3		
Total Less than 30	55.7	247	28.5

Stateside	%	ODS	%
30 - 34	28.1	428	49.0
35 - 39	13.3	143	16.5
40 - 44	2.5		
45 - 49	.3		
50 plus	.1		
Total over 40	2.9	24	2.8

Stateside districts had 55.7% of their classes with less than 30 pupils, whereas only 28.5% of the overseas classes were that small. The largest ODS grouping, the 30-35 pupil category, had 49% of the elementary classes, as compared to 28.1% in the States. Another way of observing this same problem is to look at the 68% of ODS classes having more than 30 pupils, as compared to 47% in the States. The median class size in Stateside school districts was in the 25-30 category; in the ODS, the median group was the 30-35 one. It should be pointed out that Stateside class size has been reduced since the NEA figures were compiled, from 26.4 to 25.6 pupils-per-teacher.

Factors which force the number of pupils per teacher far above the supposed DoD ratio of 25-to-1 in many schools are: the unusually high number of high schools which must try to meet North Central accreditation requirements, the large nember of junior high units, many small elementary schools, and an administrative staff which is of necessity almost double the national figure. The result is not only an average elementary class size of 32-33 pupils, as compared to the national figure of 29.5, but also a partial lack of specialist teachers in Army schools of USDESEA and a complete lack of such personnel with USAFE schools of USDESEA.

XI. CLASS SIZE IN HIGH SCHOOLS

4 x 55	5 x 55	6 x 50	5 x 70	5 x 60	6 x 45	6 x 55	7 x 55
18	164	36	11	20	25	29	18

A total of 321 high school teachers in the First Group reported the number of classes taught and minutes per class. From these it would appear that senior high school teachers are working schedules equal to their Stateside peers. But, junior high schools have teachers in many instances working a full (six or seven period) day. This may be due to the fact that these schools aren't surveyed by North Central inspection teams, or it may be due to the pupil-teacher ratio and the high incidence of such schools with small enrollments.

An element of work load for both elementary and high school was revealed by comments of specialist-teachers. One elementary teacher wrote: "I am one counselor to 1,800 children with the added responsibility to process all special education referrals in Germany, age 6-14." Another wrote: "My problems are not those of a classroom teacher since I do speech therapy. We lack materials and most often a good place to work." From another school came the following: "Shortage of specialists in areas of physical education, reading, counsellors. We have only one counsellor/art/music teacher for 1,400 children." From a school in Japan: "Not enough art supplies--I teach art. Too many children (1,700) for one art teacher--should be a total specialist program, rather than partial." Part of the school duties can involve finding a room to conduct operations, as another teacher reported: "I am a librarian, however, I did not have a library large enough for a class to enter at one time until 6 December 1965. A move was finally made, which was to have been made 15 August 1965." One librarian expressed a concern of many others: "No clerical help whatsoever; must operate two libraries and process school books at high school, approximately three blocks away--school with 1,600 students."

Comments of teachers in high schools pertained to lack of adequate texts which involved extra work for the classroom teacher. A librarian stated: "Shortage was not of supplies but help--library clerk and assistant librarian both were not here until November 1." "Some classes of almost 30 in a 30-booth language lab., we really need a laboratory assistant," wrote one senior high person. Perhaps the heaviest student load reported was that of an English language teacher having 180 pupils.

Notable in this survey of 1639 returns were the high pupil-teacher ratio and poor (or inexistent) school supplies. The Select Subcommittee on Education was told by briefing authorities that USDESEA, on the basis of comparisons of ODS with Stateside systems, needed 353 more educators. Pupil-teacher ratios were presented as follows:

Army Schools	27-to-1	Navy Schools	26.4-to-1
SAC Schools	26.4-to-1	Air Force Schools	25.9-to-1

The Overseas Family article dated November 24, 1965, said: "USDESEA spokesman later confirmed, however, that these ratios included all school personnel and did not reflect the actual averages of pupils per classroom teacher." The percentage of administrative staff in the ODS is unusually high, almost twice that of comparable Stateside districts. Revelation of these figures suggests very strongly that the pupil-teacher medium of 30-35 pupils in each classroom, and a mean of 32-33 pupils in each classroom, are an accurate reflection of the pupil-teacher ratio in our overseas elementary schools.

A page from the Congressional Record for FY 1964 reveals the nature of plant facilities. Since there have been only three major high school buildings constructed in recent years--with State Department funds, at Ankara, Berlin, and Tokyo.

Page 989 The Congressional Record

"Mr. Andrews. Give us a brief statement in the record as to the condition of the buildings, what the age of them are and present condition.

"Mr. Katzenbach. Yes. (The information follows:)

STATEMENT REGARDING AGE AND CONDITION OF SCHOOL BUILDINGS OVERSEAS

ARMY

"Army has a total of 2,726 general purpose classrooms. Of this total, 1,637 are suitable for regular classroom activity; 633 are substandard because only a small number of students can be accomodated in each room; 456 are in critical need of replacement since they cannot properly serve as a functional classroom.

"Of the above total classrooms, 1,548 were constructed to serve as regular school classrooms. The remaining classrooms in use were converted from such buildings as barracks, warehouses, garages, administration buildings, quonset huts, and BOQ facilities.

"The only new construction approved for a school plant since fiscal year 1960 has been for Okinawa.

NAVY

"Buildings being used for the operation of Navy schools range from quonset huts to modern. There are new buildings which have been constructed within the last five years, in use in nine locations.

"There are quonset hut buildings that have been used for 8 to 10 years at three locations.

"The five remaining activities operate schools in buildings of moderate repair which have been converted fro school use during the past 5 to 10 years.

AIR FORCE

"Forty-nine percent of Air Force dependent children are housed in permanent school buildings. Another 34 percent are housed in school facilities that have been converted into classroom space. Of this 34 percent student population, 20 percent are in classrooms that are adequate, while the other 80 percent are in classrooms totally inadequate. Ten percent of the student enrollment is housed in prefabs and quonset huts, while the remaining 7 percent are housed in leased facilities.

"The conversion of existing buildings into classroom space was done between 1953 and 1956."

When the Select Subcommittee visited our schools in Europe, and some members were shocked by the "awful" conditions at Kitzingen, the question was asked whether teachers had attempted to inform responsible officials concerning the ODS. For the record, a letter dated December 8, 1964, which was drawn up by school personnel and base authorities, is included. A letter from one of the teachers explains the discontent of the educators following the discard of the letter.

KITZINGEN AMERICAN ELEMENTARY SCHOOL
APO 36 US FORCES

8 December 1964

SUBJECT: Conditions at the Kitzingen Elementary School and the Abortive Teacher Protest of December 9th.

TO: Kitzingen Elementary School Parents

A large majority of the teaching staff at the Kitzingen Elementary School voted to actively support the teacher protest of the Paris Teachers on December 9th. This action was to have been a demonstration by the teachers for the purpose of focusing attention on the low-budget education imposed on the overseas schools. We believe that a collective voice of disapproval would have been more meaningful than sporadic, individual protests. Now that the Paris Teachers have apparently been satisfied with the concessions offered them and will not stage a protest, we feel it would be of no consequence for the Kitzingen Teachers to withdraw services on December 9th. However, we do feel the parents of the children in the Kitzingen Elementary School do deserve an explanation of the reasons behind such drastic action by the teachers.

In the past, all recommended channels of communication have been used to point out our schools' deficiencies. A positive response from the Defense Department was seldom the outcome. We hoped by this present method to make the Department of Defense aware of the deplorable situation in our schools and to show our alarm concerning this situation.

The protest could have brought extreme measures of reprisal from the Department of Defense: loss of one day's pay, reprimand, loss of job, loss of transportation rights to the United States; yet the teachers felt thay were morally bound to endorse on December 9th the following two excerpts from the Army Regulations defining Standards of Conduct for Department of Army Employees:

1) "Put loyalty to the highest moral principles and to country above loyalty to persons, party, or government department."

2) "Engage in no business with the Government, either directly or indirectly, which is inconsistent with the conscientious performance of his (our) governmental duties."

We firmly declare that the principles which guided our protest were motivated by a devotion to children, a dedication to the teaching profession and a loyalty to our country and its future.

A continual refusal by the Department of Defense to pay overseas teachers their legal salary brought about this situation in Paris. Had this been the only point which concerned the Kitzingen teachers, it is doubtful if a majority would have considered supporting the protest. Listed below are several items which we did consider and which point out the unsatisfactory conditions at the Kitzingen Elementary School.

Item: Sub-standard classrooms are being used for the dependent children. Two second grades are located in the NCO Club, two third grades are in the AYA annex and an eighth grade is located in the AYA poolroom. Kindergarten classes are held in the basements of housing area buildings, and it is questionable whether they could pass present fire regulations, to say nothing of their space inadequacy and dinginess.

Item: The class average of twenty-five students to one teacher is not being observed. Class averages:

1st - 35	3rd - 33	5th - 32	7th - 42
2nd - 36	4th - 37	6th - 38	8th - 34

We are alloted funds for two more teachers but classrooms are not available.

Item: Shortage of necessary, up-to-date educational materials and equipment: textbooks, workbooks, audio-visual materials. These poor conditions are slowly eroding the quality of the education your children are receiving.

These problems do not make teachers happy nor do they allow for the best possible learning situation for the student. It is not easy to teach children. The aforementioned items make teaching all the more difficult.

Four years ago the National Education Association investigated the conditions of the overseas schools. They found conditions so unfortunate they have since repeatedly publicized the conditions and have strongly recommended that action be taken to improve these conditions. This excerpt is from the October 30, 1964 NEA REPORTER:

Official Actions Regarding Unsatisfactory Education Conditions.

"Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist."

District or System

Overseas Dependents' Schools
Utah public schools

These are your children and it is their future which is at stake. We feel once the circumstances of this abortive protest are known, parents will understand our deep concern to initiate action to bring about improvement of our children's educational welfare as soon as possible.

The Kitzingen teachers want better conditions to aid the education of your children. We need your support! Something must be done now.

What are some things which we as parents and teachers can do to bring about some support to the overseas schools? And more specifically, what can be done to bring about satisfactory support to the Kitzingen Elementary School?

KITZINGEN TEACHERS.

Kitzingen Elementary School
APO NEW YORK 09036
March 8, 1965

European Congress of American Parents and Teachers
Heidelberg Post
APO US Forces 09403

Gentlemen:

One of the positive aspects growing out of the abortive teacher protest in December was the genuine interest shown by our local PTA. A special meeting was called to discuss local existing conditions at which time it was decided that some type of tangible action should be taken by this group. The Executive Board at its next meeting resolved to contact each United States Senator and Representative. Each congressman would receive an original typed letter explaining conditions in general in the Overseas school system. This letter was drawn up and over three hundred letters were typed before the next general meeting of the PTA. The letter was presented at this meeting, discussed and a vote of confidence was given to the Executive Board for their action.

The happenings of the next few days thwarted the whole plan. Indirectly pressure was brought upon the president of the PTA (a Lieutenant Colonel in the Dental Corp). He along with the principal of the school were co-signers of the letter. Rather than jeopardize his military career, he decided he could not sign this letter. The same decision was made by the principal.

The entire effort was wasted and a number of people were very angry. They wondered what limitations are imposed on the PTA activities in a military enviroment. A group of teachers visited the base commander who candidly informed them that there is nothing the PTA can do if the military decides it should not. All private associations and funds are under direct control of the base commander through Wurzburg Post Regulation No. 230-5-2 which is based on a Department of Army Regulation. It states in part,

> "In cases where the membership of a private association is predominately personnel assigned to a lodger unit, then the lodger unit commander will exercise such administrative and command jurisdiction as he deems necessary."

In short this regulation makes the PTA rather ineffective overseas and conflicts with several of the objectives and policies of the PTA as stated in their manual.

I am concerned and would like some answers to some perplexing questions:

1. Did you know of the existence of the regulation?
2. What can the effect of PTA be under such a regulation?
3. What can be done to change this situation?
4. How can the PTA help secure better educaticnal conditions in the overseas schools?
5. Could this regulation and its ramifications be included in the spring conference agenda for discussion by the delegates at this conference?

I eagerly await your reply.

Sincerely yours,

(Signed,
Kitzingen Educator)

As can be readily imagined morale of teachers at Kitzingen, following the suppression of the letter last year was very low. Educational conditions elsewhere were poor, as was pointed out by letter of mine to military officials and members of Congress. A newsletter of mine to overseas teachers, dated November 25, 1965 read:

"In response to complaints of mine relative to a first grade classroom in Building 23 at Wiesbaden Air Base, the answer, which was routed through Senator Yarborough's office, read:

'It is unrealistic to establish and operate an overseas dependent school system which would be outstanding in terms of buildings and facilities.' Then, the inevitable: 'Similar school facility problems have also been experienced in public school systems in the United States in recent years.'"

The Air Force's official answer to my complaints about a first grade class of 31 youngsters being in a basement room adjoining a boiler was:

1. The "boiler" room was only a "steam storage" room.
2. In two "recent" fire drills the children had exited in 35 and 50 seconds.
3. The room was in a relatively low-hazard area and had been cleared by proper 7101st base authorities.

In an attempt to clear everything the allegation was even made that the window was larger than it actually was. Immediately, I wrote Senator Yarborough, who has been extremely helpful, the following:

1. One dimension given for the window was false.
2. The window frame swings inward (a violation of fire regulations!) over a shaky wooden platform.

3. It is impossible for 31 first graders to line up, ascent five steps after opening the window, crawl through the hole and march a safe distance away in 35 or even 50 seconds.

4. Previous school authorities had attempted to have a proper fire escape installed.

Further, I pointed out that other Wiesbaden-area schools had been dirty much of last year and that students, in some cases, had done the cleaning. Additionally, a point was made of the fact that curtains in Vandenberg Elementary School were frayed, full of holes, dirty, in many cases extremely dirty, and that some teachers had removed the objectionable things.

The Air Force's answer, which presumably was based on information furnished by local education administrative personnel, attempted to deny all of my complaints--except that of the curtains, for which new replacements would be on hand in October. Needless to say, when the replacements did come--much later than the specified date--they were not what was needed. Results: still no curtains in many rooms, and dirty ragged pieces in others!

Perhaps a recital of events in connection with our attempts last year to get some athletic equipment will help one understand the nature of our ODS problems. Our student council at Vandenberg Elementary School discussed the need for such mundane things as tether-ball poles (since there were only four for our 1,100-1,200 students) and soccer balls (of which there were none). We were informed that the student body couldn't raise money for this purpose, since the equipment was on the T.O. and E. A requisition was forwarded to appropriate military officials, only to receive a "no" several months later.

Teachers have for many years, drawn attention to some of our ODS problems. Two years ago our Association was forbidden use of the postal facilities for more than a year, while other organizations similar to ours had no such impediment. In many instances individual teachers have complained that they haven't felt free to complain of conditions.

Widespread press publicity has informed one-and-all of the urgent need for many corrective actions. An article in the January 21, 1966 issue of The Overseas Family revealed reasons for the severe book shortage.

Overseas Book Gap Cheats Children

By JOE SELBY

KARLSRUHE — Children of service families in Europe are being educationally handicapped by a critical shortage of textbooks.

Incredible as it seems, teachers throughout American dependent schools cannot get the texts they need when they need them.

And the "book gap" will soon raise a rumpus from Usdesco headquarters here all the way to the halls of Congress.

The dangerous situation — posing a threat to nearly 121,000 dependent school kids — stems from a shortage of money and a cumbersome supply procedure which often gets books in children's hands only when the semester is half over.

Typical results:

● One Giessen teacher is trying to teach American history to 65 students with only 35 books.

● Another has only 30 world geography books for 80 ninth grade students.

● An elementary school teacher in Bad Kreuznach has no teacher's mathematics manual and only 14 reading books per class.

● In Wiesbaden, grade school kids are studying health from books dated 1949.

● A Frankfurt elementary school has science texts published in 1955 — long made obsolete by recent scientific achievements.

● Students of general business in Kaiserslautern's high school had no textbooks by the middle of December.

● Another high school teacher is trying to teach ninth grade English without copies of Shakespeare's plays.

● Spelling books for some Evreux Junior High students in France didn't arrive until early November — two months after school began.

According to a recent survey by the Overseas Education Assn., (The FAMILY, Jan. 14) almost every school has some kind of textbook problem.

Why do school children have to make do with illegally mimeographed pirate copies of spelling and science books, as is happening in many schools?

Why did one Kaiserslautern teacher spend $1,300 of his own money in three years to buy books supplementing his school's inadequate supply?

Ask those questions of Dr. Dexter G. Tilroe, the man who oversees selection and ordering of texts for every dependent child in Europe, and he'll admit it's a poor situation.

"Ideally," Tilroe told The FAMILY in his office last week, "every kid should have a basic textbook and all the materials he needs. But we don't have enough money to buy them."

Statistics are now being compiled to show just how many books the 256 dependent schools in Europe are missing.

Tilroe, now in his first year as head of the curriculum department, also revealed that 43.5 percent of books in use are more than five years old, although he considers five years "the normal life of a book."

Of the outdated books, 12.8 percent are more than 10 years old.

"My state outlaws textbooks more than five years old," one investigating Congressman recently told a group of overseas teachers. "If you applied that rule here, it seems there wouldn't be many books left in your schools."

Reason for the slow replacement of outdated books: "Lack of money," said Tilroe.

With details of next year's budget now coming in, administrators are hopeful of improvement, particularly in the area of social studies where textbook and other problems are especially acute.

Principal cause of the delay in delivery of books this year, said the veteran of 15 years in New York school administration, was the lack of ships to transport them from Stateside harbors to Europe.

Many government ships were pulled off their normal runs and sent to the Pacific to supply embattled Vietnam.

While the ships were gone, books piled up on New York wharves.

Numerous teachers have blasted the quality of some texts, but Tilroe blames their complaints on the high turnover in teachers. "Many people who selected the books one year have been replaced by teachers who may not agree with the choice in books," he said.

The top reason for the delay in delivery is a complicated red-tape ordering method. In a normal Stateside school system, the superintendent will consult his budget, place an order and receive his books within three or four weeks.

"But in the military bureaucracy, it isn't that simple. Usdesco gets its budget in February and can place its book orders for the next school year. But all requests have to go through the Defense General Supply Center in Richmond, Va.

The center must solicit bids from distributor middlemen, then is free to buy. But if anything goes wrong, books are late in getting to overseas schools.

Officials of the Overseas Education Assn., however, say there is no excuse for the lack of money.

"The Defense Department has refused to ask Congress for enough money to run the schools," one OEA official told The FAMILY.

Although Congress recently approved additional money for schooling, educators claim it is largely only a paper increase.

"With the costs of education spiraling every year," one OEA official said, "DOD's money requests are just not enough to give these dependent children an adequate education.

"They can't keep up with Stateside schools."

SUMMARY

This survey study has shown that a drastic shortage of books and supplies exists at almost all units in the Overseas Dependents Schools. Comments of teachers supplement the statistics to illustrate the depth of frustration reached by teachers trying to offer children of our military families overseas quality education.

No less severe is the shortage of teaching personnel, particularly specialist t teachers. In addition, classroom teachers are burdened with an unusually excessive teaching load, which is made all the more onerous by "red tape" and inability to get supplies. Fine and generous efforts of many people in the overseas schools to improve the schools have compensated for some of the shortages of materials and personnel, but the time has come when more assistance must come from the DoD, as well as more understanding and sympathy. In many ways, this report corroborates, in a more statistical way, the remarkably similar conclusionss and recommendations of the DoD survey team of 1962 and the Select Subcommittee on Education's 1965 report.

Overseas teachers deserve complete implementation of P.L. 86-91 and the Salary Determination Procedures without doubt. Attempts to take advantage of local-hires are a discredit to some officials. All teachers need the security of yearly contracts. When these things transpire, and facilities, supplies, and books are improved, the overseas schools will attract far more than the 4379 personnel (down from 11,000 two years previously) who applied for positions last year.

In order that teachers have a chance to maintain close contact with current developments in educational practice, a system of sabbaticals and leaves-of-absence should be instituted. A vast majority of teachers who would be eligible for such programs, or who might think they could avail themselves of such benefits, replied they would like to have these features added.

Since the Local-hire (N-T-E) personnel do not qualify for any kind of educational leave, and some teachers either intend to return to their Stateside districts next year or figure they will remain with the overseas program only a short period of time, the percentage of teachers stating they wanted these programs was high.

While thisquestionnaire didn't deal with attitudes toward kindergartens, most teachers recognize the value of having our school organized K-12. A separate report is being prepared on Duty Free Noon programs in effect.

There are aspects to the overseas schools which are only indirectly touched upon by this study. It is recognized, however, that better organization, particularly by up-grading the ODS and setting up a single manager for the overseas schools, and areas of those schools, would be most beneficial. Better budgeting, based on Stateside school practices, would help eliminate the burdens imposed by an unrealistic per-pupil-limitation.

To those 1639 teachers who returned questionnaires, I say "Thank You." If the aspirations which guided your completion and return of the form reach fruition in the form of better education for our 165,000 students, the efforts you and I expended will have been worthwhile.

Cecil Driver
Executive Secretary
Overseas Education Association

Vandenberg Elementary School
APO US Forces (New York) 09332

or

OEA Office
62 Wiesbaden
Wilhelm Strasse 52bc
Apt. 122
West Germany